DOCUMENT RESUME

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ABSTRACT

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to the presentation of a film/video exhibition. It begins with reference to the particular content standard addressed in the package, the educational level of the package (honors high school), and a summary statement of the content standard. It then describes the 3 tasks associated with the student performances: (1) create an exhibition proposal and work plan for a formal exhibition of film/video work for a specific audience; (2) develop selection criteria and select works for exhibition of film/video work for a specific audience; and (3) plan, present, and evaluate exhibition of film/video work for a specific audience. It then offers specific task management skills, specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each of the 3 tasks enumerated in the package. Contains a resource list of work by youth, media arts work by adult makers, and national youth film/video festivals. (RS)

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CS 510 076

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MINNESOTA DEPARTMENT OF CHILDREN, FAMILIES AND LEARNING
Performance Package
Minnesota Profile of Learning

Content Standard: Arts 3.1 & 6.1 ___√___ Honors High School Level

Course: Advanced Art, Media Arts, Visual Arts _____ Partial

Title of Package/Activity: Presentation of a Film Video Exhibition _____ Required

Summary Statement of Content Standard:

Perform or present an artistic presentation in dance, literary arts, music, theater, visual arts, or media arts.

Description of Student Performances:

		Performance Record	Achievement*
Task 1:	Create an exhibition proposal and work plan for a formal exhibition of film/video work for a specific audience.	Date:	Grade:
Task 2:	Develop selection criteria and select works for exhibition of film/video work for a specific audience.	Date:	Grade:
Task 3:	Plan, present, and evaluate exhibition of film/video work for a specific audience.	Date:	Grade:
	FINAL ACHIEVEMENT GRADE/RATING:		4 3 2 1

Task Management Skills:

Performance Record

Resource Management
- Access information efficiently and effectively
- Properly use and care for materials, equipment & facilities
- Share materials appropriately

Time Management
- Prioritize tasks and complete work according to a plan
- Monitor and adjust work plan when necessary
- Use time, space and movement efficiently
- Meet deadlines

Team Work
- Contribute to group with ideas, suggestions and effort
- Work productively in various group role assignments
- Collaborate with a variety of people from diverse backgrounds

***Scoring Criteria**
4 - Performance on this standard achieves and exceeds expectations of high standard work.
3- Performance on this standard meets the expectations of high standard work.
2 - Work on this standard has been completed, but all or part of the student's performance is below high standard level.
1 - Work on this standard has been completed, but performance is substantially below high standard level.
No package score is recorded until ALL parts of the package have been completed.

PERFORMANCE PACKAGE TASK 1
Presentation of a Film Video Exhibition

Standard Code: Arts 3.1 & 6.1 — __√__ Honors High School Level

Topic: Film/Video — _____ Partial

Amount of Time: 6-10 days — _____ Required

Specific Statement(s) from the Standard:

What students should know:

1. Understand the elements, techniques and processes of an art form
2. Understand how art works are structured for a variety of functions

What students should do:

1. Perform or present works in dance, literary arts, music, theater, visual arts, or media arts:
   b. communicate intent
   e. demonstrate a sense of an artistic whole
   f. demonstrate a consideration of audience

Product:

1. A written film/video exhibition proposal generated by team with individual rough drafts
2. A written work plan and timeline generated by team

Central Learning:

- Identify and explain the components of a complex task or idea.
- Systematically apply skills with accuracy and precision to solve problems and/or accomplish a task.
- Work to understand other's viewpoints and negotiate differences to reach a common goal.

Task Description:

Overview: In this project, you will work as a curator and programmer to plan, select works for, and present a Film/Video Exhibition for a specific audience. This performance package focuses on exhibiting moving images -- film/video, computer generated imagery that has been transferred to video for presentation, and slide/tape shows. Each part of the project involves teamwork, but there are also tasks that you will do on your own and bring to the team for discussion.

In this task of the performance package, you are to create an exhibition proposal and work plan for a formal exhibition of the moving images.

Steps of the Exhibition Plan:

1. Your teacher will assign you to a work team or you may select a work team for this project. Your team may want to begin by reviewing Tasks 2 and 3 to make sure they are aware of the scope of this assessment package. All members of the team must be aware of the purpose of the team exhibition. The team might want to do some brain storming about the exhibition and her/his strengths and weaknesses for helping with the completion of the formal exhibition. Each individual student will keep a journal of observations and reflections throughout the process of planning and creating the exhibit. Your teacher may give you specific topics about which to write. It is important to write regularly in your journal so that your reflections are based on observation, not memory. The journal will document your involvement in the project.

Task Description, continued

2. After your team has done some brainstorming, each individual team member should prepare a rough draft of an Exhibition Proposal. The Exhibition Proposal lays out ideas and presents a vision for the exhibition. The instructor will give you a planning guide for this task that includes 5 parts:

   A. Theme and purpose for the exhibition
   B. Types of work to be shown
   C. Audience for the exhibition
   D. Plan for locating work to consider for the exhibition
   E. Length of exhibition

3. Your team needs to prepare an Exhibition Proposal. Review ideas proposed by each team member in their rough drafts. Work together to arrive at a consensus for the best Exhibition Proposal. Remember, problem solving is an integral part of the experience of curating and programming film/video. Each team members rough draft of the Exhibition Proposal should be submitted to your instructor with the team's final draft. Each member of the team needs to maintain a journal documenting the work they do along with ideas and the progress for the exhibition.

4. Meet with the instructor to discuss the proposal as it develops and to receive final approval before proceeding to the next step.

5. Your team needs to develop a work plan and time line for completing the tasks necessary to prepare for and implement the exhibition. Your instructor will give you a handout with an example of the information that needs to be part of the plan. You are responsible for deciding on roles of team members and dates for completion. Make sure everyone has an equal share of the responsibility. Remember that when your team starts to turn the exhibition into reality, changes may be needed. Be flexible. Use technology to help you make this flexibility possible.

Task Description, continued

6. Your work plan needs to include concerns about finding a location for the exhibition and setting up the exhibition with the appropriate persons. Your team needs to:
    - Develop criteria for exhibition space based on the technical needs of showing film/video and the audience.
    - Research places to hold the exhibition. For a non-classroom exhibition, check with the teacher for places outside the school. You'll need to call to find out the availability of various spaces.
    - Set a date and time for the exhibition that works for the audience.
    - Prepare a tentative list of equipment that your team will need for the exhibition to see if it is available at the selected site or to reserve the equipment.

    Be sure to include this information with your work plan.

7. Each team member should begin looking for work as soon as the instructor approves the Exhibition Proposal. Start by letting students in your school know about the type of work you need. Use the Internet to contact student producers in other schools or professional artists, whichever is appropriate for your exhibition proposal. Your team can also search for work from other sources. Your instructor also has a list of resources.

Task Management Skills:

Resource Management
- Access information efficiently and effectively
- Properly use and care for materials, equipment & facilities
- Share materials appropriately

Time Management
- Prioritize tasks and complete work according to a plan
- Monitor and adjust work plan when necessary
- Use time, space and movement efficiently
- Meet deadlines

Team Work
- Contribute to group with ideas, suggestions and effort
- Work productively in various group role assignments
- Collaborate with a variety of people from diverse backgrounds

Special Notes:

The Artistic Performance standard relates to the following FACS Media Arts standards:
1. Students experience presenting the media arts to a wider community.
2. Students use critical thinking skills in the study of media messages.

This interpretation package focuses on exhibiting moving images -- film/video, computer generated imagery that has been transferred to video for presentation, and slide/tape shows. Teachers can adapt it for exhibiting other types of media, such as still photography/digital imagery, video installations, zines, and/or web pages.

Senior high students are likely to have various levels of knowledge and experience presenting film/video work. The instructor may need to provide additional learning opportunities to prepare some students for the project. This package assumes that the student has had some experience in each of the following areas:

- presented his/her own media work in class for critique and answered questions about the work posed by peers and teachers
- assembled a portfolio of work for assessment and/or presentation
- written a statement of intent about his/her own media work or a description/analysis of work by others
- attended an exhibition in school, museum or community setting.

Special Notes, continued

The project involves working groups (of 3-5 members) -- it includes team work as well as individual assignments. The instructor may choose to involve the entire class (divided into teams) or structure the project as an independent study for a small group or an individual. If the entire class is involved, each team can create:

- one in a series of exhibitions
- sections of a larger exhibition for the same or different audiences
- a stand-alone exhibition.

Learning is directly connected to the real life experience of film/video curators and media programmers. The instructor may want to introduce each task with presentation/discussion and demonstration. Use examples of film/video exhibition plans and program notes as models for students. If possible, arrange a presentation by a film/video curator or TV programmer.

In addition to meeting the Artistic Performance Standard, the Film/Video Exhibition project can also provide opportunities for mentorships and community service learning by using the arts as vehicle for presenting significant ideas or stimulating dialogue among segments of a community or audiences. For example, an exhibition/discussion to create community awareness of an issue, present a range of viewpoints, or develop an appreciation of teens proactive thinking or creativity. Knowledgeable community members could mentor teams.

The instructor will want to:

1. Adapt the exhibition project to fit the local school and community circumstances.
2. Create project perimeters that are challenging and realistic. For example, the instructor may select themes from which students may choose, or focus on students presenting their own work to a broader audience (i.e., the community or peers in a neighboring school, a cable audience, etc.).

Develop a handout for students that outlines the parameters of the exhibition proposal (see example included). Do not include too much detail. This is a standard level task, so students should be able to determine some of the elements of the art that are important to include in the exhibition proposal. The instructor should meet with the team at least once during the Required phase of the proposal and a second time to discuss the completed proposal. The team may be required to submit a revised proposal that incorporates the instructor's feedback. A list of possibilities for the exhibition include, a) purpose, b) types of film/video, c) audience, d) exhibition venue, and e) length are outlined below:

A. <u>The exhibition title/theme and purpose</u>
(Options)
1. Explore a theme or topic. For example, identity what it means to be a young adult in America, teen life, family, resolving conflicts, a community issue.
2. Share the students' own work and points of view with a broader audience.
3. Note: Tasks 1 and 2 should be modified to reflect this goal.
4. Present students' work along with work by other film/video makers whose work has influence the student's artistic development.

B. <u>Types of work presented</u>
<u>Genre(s):</u> The exhibition can focus on a particular genre, such as documentary, diary, narrative, or experimental work, or include a mix of genres.
<u>Format(s):</u> Moving images -- film/video work, computer generated imagery transferred to video and/or slide tape shows.
<u>Media Makers:</u>
(Options)
1. Pieces by an individual student or by several students in the school
2. Work by established media artists
3. Work by youth from other communities
4. Any combination of the above.

See the Documents section of this Performance Package for the Film/Video Resource list which identifies sources for work that won't require excessive student or instructor time or research.

Special Notes, continued

C. Audience for the exhibition
(Options)
1. Another high school class
2. Class or group of younger students (elementary, junior high)
3. Peers in a community setting or neighboring school
4. The general community

D. Exhibition location or venue
(Options)
1. School classroom or small auditorium
2. Community setting, such as a public library, arts center or museum, community or recreation center, church
3. Air the work on your local cable television's public access channel

E. Length of Exhibition
The exhibition plan must allow time for students to introduce, screen, and discuss the works with an audience. As a general rule the exhibition should run between 45 minutes and 1 1/2 hours (with a break). The venue and age of the audience will affect the length of the exhibition. For example, create a shorter program for younger audiences or presentation during a classroom period. Inform students as to the maximum length of the exhibition.

Locating work for Exhibition

Students will need assistance locating film/video work to consider for the exhibition. Help them contact students in your district and in other schools (via teachers who teach production, through Internet requests, etc.). Students can work through the high school media center to locate work from other libraries (local, regional, etc.). Also see Sources For Film/Video (in the Documents section of this Performance Package) -- it lists sources for work available on loan (free) or at low rental/purchase prices.

Assessment/Evaluation

The second step of this task has each student preparing a rough draft of an Exhibition Proposal. All the rough drafts are submitted with the team's final draft of the Exhibition Proposal. This has a two-fold purpose. First, it creates a more equitable environment since each student has developed a sense of what they think the exhibition should be about. This allows greater participation of all the team members in the preparation of the final draft. Second, this provides the teacher with a way to evaluate each student on the Exhibition Proposal.

The exhibition activity involves team work, however, all students should keep a journal of their activities and reflections. The instructor may want to make specific journal assignments for evaluation. A checklist for the journal has been provided. This checklist can be used to evaluate the students' journals at the completion of each of the tasks in this assessment package. The teacher can evaluate the journals more frequently if she/he chooses to do so.

PERFORMANCE PACKAGE TASK 1
Presentation of a Film Video Exhibition

An Example of a Film/Video Exhibition Proposal Worksheet

Team members: (List names)

A. Exhibition Title/Theme & Purpose
   1. Title or Theme
      (Some examples: Creative Visions, Celebrating Community, Families, Love, Understanding and Talking about Racism, Animation With An Attitude, Traditional Stories, The Impact of Media in People's Lives, Understanding Other's Points of View, Violence, Representation, etc.)
   2. Purpose
      (Describe what you want to accomplish with the exhibition and for the target audience. What messages or points of view do you want the audience to experience or learn about? Why? What makes the exhibition important?)

B. Types of work
   Describe the type of work you want to show in the exhibition. Think about:
   1. Genre/Style:
      (The exhibition can focus on one genre, such as documentary, diary, narrative, animation, or experimental work, or use a mix of genres to explore the theme.)
   2. Format(s):
      (film/video work, computer generated imagery transferred to video and/or slide tape shows)
   3. Media Makers:
      For example, work by:
      - youth: your work, work from your school, or from other schools or communities
      - established media artists
      - a mixture of work by youth and established artists.

C. Describe Your Target Audience
   1. Describe the target audience.
      (For example, elementary or junior high ages, peers, the broader community. What are the characteristics of your target audience?)
   2. Suggested Venues
      (What places would be appropriate for reaching this audience? For example, public library, cable access program, classroom, community center, pre-school or classroom, etc.)

D. A Plan for Locating Work to Consider for the Exhibition
   For example, here are some possibilities; depending on the focus of the exhibition you may want to:
   - let students in your school know about the type of work you are looking for
   - use the Internet to contact student producers in other schools and to search for work from other sources
   - target schools and sources from the Film/Video Resource list the instructor provides.

E. Length of Exhibition
   The exhibition plan must allow time for students to introduce, screen, and discuss the works with an audience in a location that allows for attendance of the audience selected.

PERFORMANCE PACKAGE TASK 1
Presentation of a Film Video Exhibition

FILM/VIDEO EXHIBITION RESOURCE LIST

The resource list is divided into three parts: I) Work by Youth (which is subdivided into Minnesota and National resources); II) Media Arts Work by Adult Makers; and III) National Youth Film/Video Festivals.

The instructor will want to assure that any work shown meets the standards of the school community in terms of content and language.

PART I: WORK BY YOUTH

The following list of schools, teachers and organizations that instructors or students can contact for work by youth is divided Minnesota and national resources. The list is not exhaustive; it is primarily based on descriptions in the *National Media Education Directory, 1997* (editor Karon Sherarts, published by NAMAC, The Ninth Street Media Complex, 356 Ninth Street, San Francisco, CA 94103-3809, 415-431-1391, December, 1996).

The instructor should provide students with guidelines for soliciting work and address issues of content and language to assure that the media works meet the standards of their school community. The instructor may want to preview tapes to assure that they meet school community standards.

Arrangements for exchanging work or its loan, rental, or purchase will need to me made with each person or organization.

Minnesota Contacts for Works by Youth (This is not an exhaustive listing)

Asian American Renaissance
Contact: Me-K Ahn regarding youth work produced in In the Mix workshops
1564 Lafond Avenue
St. Paul, MN 55104
612-641-4040 e-mail: aar@mtn.org

Beverly Johdahl, Brainerd High School
702 South Fifth Street
Brainerd, MN 56401
218-828-5273

Karon Sherarts, Junior Home Girls and other work by youth
Note: Junior Home Girls is an annual exhibition of work by Minnesota Youth held at Walker Art Center
Karon Sherarts
409 South Cedar Lake Road
Minneapolis, MN 55405
612-374-5154 e-mail: Sherarts@aol.com

Minnesota Center for Arts Education
Arts High School Media Arts Program
Contact: Nancy Norwood for availability of work by 11th and 12th graders attending the Arts High School
6125 Olson Memorial Highway
Golden Valley, MN 55422
612-591-4700

John Gwinn, Phillips Community Television
1035 Franklin Avenue
Minneapolis, MN 55404
612-257-7331 e-mail: petv@mtn.org

David Bengtson, Long Prairie Grey Eagle High School
205 South Second Street
Long Prairie, MN 56347
218-

Carol Bliss-Miller, Bug-O-Na-Ge-Shig School
Route 3, Box 100
Cass Lake, MN 56633
218-665-2282

Judy Hoppe
United South Central School District
Wells, MN

Kristine Sorenson, Intermedia Arts
2822 Lyndale Avenue South
Minneapolis, MN 55408
612-871-4444

Karen Kysar
2020 - 30 Avenue South
Minneapolis, MN 55406
612-399-0937 e-mail: KK2U@aol.com

National Contacts for Works By Youth

Wired Youth Compilation Tapes
The Exploratorium has compiled examples of work by youth from the last four years of the *Wired Youth* festival. *Wired Youth* is an annual juried festival of media by youth from around the country who have worked with artists to create their own work in school, after-school programs, or community-based settings. The festival is co-sponsored by The Exploratorium and Artist's Television Access. The works in youth work collection cover a wide range of topics and genres (including animation, diary, documentary, narrative, experimental, etc.) and the individual works vary from 1 minute to 15 minutes in length. The collection of youth work is organized around the following broad themes and topics, including:

- The TV Guide, works that look at television and the media from different points of view
- Inside/Outside, works that explore identity and transition between the teen years and adulthood
- Animation, works that use a wide range of styles to present a variety of topics including traditional cultural stories
- Community Stories, works that look at social issues, violence, and race.

Tapes will be available in February, 1997, for educational purposes from Marina McDougal, Exploratorium, 3601 Lyon Street, San Francisco, CA 94123. Phone: 415-826-0971. Loan and purchase price: not yet confirmed.

NOTE: The compilation tapes include works on varied topics and present diverse points of view -- some may not be suitable for classroom use. The instructor should review each work on the tape for issues of content and language to assure that they meet the standards of their school community. The tapes can only be shown in educational settings, including a community exhibition, but cannot be broadcast on television or cable TV. (Contact the Exploratorium for more detailed information on this issue.)

Vidkidco Youth Media Production Workshops
Martha Chono-Helsley
9741 Norlain Avenue
Downey, CA 90240
310-928-7402 e-mail: MChonoHel@aol.com

Russ Gibb, Dearborn High School
19501 West Outer Drive
Dearborn, Michigan 48124
212-730-3104 e-mail: rgibb@umd.umich.edu

Appalachian Media Institute
David Sturgill
Appalshop
306 Madison Street
Whitsburg, KY 41858
606-633-0108 e-mail: Appalshop@aol.com

Street Level Youth Media
Contact: Tony Streit
PO Box 578336
Chicago, IL 60657
772-862-5331 e-mail: livewire@charlie.acc.iit.edu

Youth Media Arts Program
Community 21
394 Oak Street
Columbus, OH 43215
614-224-2288 e-mail: commew@bronze.coil.com

Educational Video Center
55 East 25th Avenue, Suite 407
New York, NY 10019
212-275-3534 e-mail: sgoodman@edc.org
Documentaries by high school students on issues that impact their lives. Work on varied topics and issues are included in a catalogue, but also get information on other works non-listed in the catalogue.

Huey and the Maine Student Film & Video Festival
Contact: Huey
PO Box 4320
Portland, ME 04101-0520
207-773-1130

Media Arts Teachers Association (MATA)
4101 Taylor Road
Jamesville, NY 10378-9618
Mike Townsend, President 716-754-8218
MATA sponsored various media shows of work by high school students--contact Mike Townsend for names/addresses of educators who teach media and would be willing to share or exchange work by their students.

Alaska Native Youth Media Institute
Video works in TV journalism/reporting genres
Hugh Short
810 East 9th Avenue
907-258-8890 e-mail: ibetwo@aol.com

Susan Boyle
Roosevelt High School
456 South Mathews
Los Angeles, CA 90033
213-682-1484 e-mail: smboyle@aol.com

Voice Over Video Network dba Say! Project
Kathi Wheater, Director
SAY Project
442 Shotwell Street
San Francisco, CA 94110
415-647-1086

Southwest Alternative Media Project
Contact: Cecilia Lightfoot
1519 West Main
Houston, TX 77006
713-522-8592 e-mail: cyberia@swamp.org

Quite Hernandez
The Latina Film Project
716 Madison Avenue
Pasadena, CA 91106
818-405-9056

John Hubbard
Balboa High School Communication Arts Academy
1000 Cayuga Avenue
San Francisco, CA 94112
415-469-4090 e-mail:
jhubbar@muse.sfusd.k12.ca.us

Rise and Shine Productions
Laurel Veral
New York, NY
Video poetry and work in other forms by NY high school students

PART II: MEDIA ARTS WORK BY ADULT MAKERS

Minnesota Center for Arts Education
Resource Programs, Learning Resource Center
6125 Olson Memorial Highway
Golden Valley, MN 55422
toll free: 1-800-657-3515
612-591-4700 e-mail: http://www.pals.msus.edu\webpals\ (Note: the slashes that separate edu from webpals is a front-slash as is the slash at the end of the address)

Media arts works on video are available for check out. The collection includes a media art work on a variety of topics and in a number of genres. See the website for a complete listing, some descriptions are also included. Members can check out materials for up to 21 days. Membership is limited to adults who are MN residents age 18 and older.

University Film/Video
1313 Fifth Street SE, Suite 108
Minneapolis, MN 55414
612-627-4270 website: http://www.cee.umn.edu/ufv

Distributes over 10,000 titles statewide, including a number of works by independent media makers and animators. (Note: Many of the animation's are in 16 mm film format rather than on video.) Catalogues describing works are in most local school library and media centers. Works are rated for age--primary, intermediate, junior high, senior high college and adult. Rental fees average $13.00. Works can be previewed on-site with prior arrangements.

Independent Television Services
190 Fifth Street, Suite 200
St. Paul, MN 55101
612-225-9035, ext. 226 website: http://www.itvs.org/ITVS

Association of Independent Video and Filmmakers (AIVF) Guide to Film & Video Distributors
304 Hudson Street, 6th floor
New York, NY 10013
212-807-1400
This guide which lists organizations that distribute work by media artists and independent media makers is available in most public libraries.

Local and Regional Public Libraries
Often facilitate access to media work held by libraries throughout Minnesota.

PART III: NATIONAL YOUTH FILM/VIDEO FESTIVALS

Dominique Dunne Memorial Video Competition and Festival
David Manley, Festival Coordinator
Fountain Valley School of Colorado
Colorado Springs, CO 80911
Voice: 719-392-2657 Fax: 719-391-9309
An annual international festival open to all students in grades 9-12

National Student Media Arts Foundation
Visual Studies Workshop
31 Prince Street
Rochester, NY 14607
716-442-8676
Open to film, video and computer work (29 minutes or shorter) by US K-12 students

Visions of U.S. Video Contest
PO Box 200
Hollywood, CA 90078
The festival has a special category for youth ages 17 and younger

Wired Youth
Marina McDougal, Exploratorium
3601 Lyon Street
San Francisco, CA 94123
415-826-0971

New York National High School Film Festival
%Trinity School
130 West 91 Street
New York, NY 10024
Voice: 212-288-1259
An annual national festival juried by high school students

Stinking Creek Film and Video Festival
1250 Old Shiloh Road
Greenville, TENN 37743
615-332-4234
There is a film/video category for makers 18 and younger; other in addition to categories for college-level and independent makers.

Visions of the Future Video/Film Festival
Project 6 Foundation, Inc.
PO Box 9413
San Rafael, CA 94912
415-459-1807
Open to youth 18 and younger

EXAMPLES OF FILM/VIDEO EXHIBITION PROGRAM NOTES WRITTEN BY YOUTH

Used with permission of Walker Art Center, Education and Community Development Department, Vineland Place, Minneapolis, MN.

In 1996, teens curated an exhibition of work by Minnesota teens entitled, Fresh Visions: New Media by Minnesota Teens. Their curators' Statement (which describes the purpose of the exhibition) and excerpts from the program notes are presented below.

Curators' Statement

> We the curators of Fresh Visions: New Media by Minnesota Teens seek to create a forum for the exciting works created by Minnesota youth. With teenage film and video makers committing their persona, perceptions, and perspectives to the moving image, we see it essential to support their ideas. We have chosen fine shorts produced by diverse teens from Minnesota and are proud to connect them with an audience at the Walker Art Center.

PERFORMANCE PACKAGE TASK 1
Presentation of a Film Video Exhibition

The program notes listed the work in the order in which they are shown and include descriptions of each work that was shown. Each of the curators wrote notes for specific works. Here are 3 excerpts from the program notes.

Audien the Ant

Sabrina Jensen, Sarah Severson, United South Central High School, 1995, VHS, 1 minute.
Audine is an ant who sails, routinely, every day. This particular day, a storm hits and he is shipwrecked. He wakes up on the Island surrounded by pirates who dress him up and make him dance the hula. Although he is forced to dance for them, he is pleased to perform. Another nice soundtrack!

Short[3]

Jesse Hove, Rosemount High School, 1966, VHS, 3 minutes.
This video poem is comprised of three poems: "Haiku," a visual and dramatic farce on the poetic form, "Untitled," and "Its What's on the Outside That Counts," both of which expire personal identity and precepts of one's self and surroundings.

Racism: The Way We See It

Tayna Belgarde, Rosanne Belgarde, Kristen Jones, Angelina Heinzer, Maryra Jenins, Sommer Mitchell, Alice Brunk, Joe Ogemce, Bryn Meat, Duane Meat, The Bug-O-Nay-Ge-Shig School, 1994, VHS, 15 minutes.
This award-winning video shares with its audience recognized perceptions of racism from Native American teens' points of view. Through narrated reenactments, interviews and other documentary techniques, the filmmakers from the Leech Lake Reservation do a great job of bringing the viewers into their experiences and getting their views across.

Example: Guidelines for Developing a Work Plan and Project Timeline

A simple Work Plan should be developed for your team. Here is an example. You may have another approach that you feel is better for your team. Make sure you include essential information in your planning. Your team may want to place the timeline in a word processor to help you expand it as needed and to include all detail.

Task and Detailed Description	Person(s)	Start Date	Completion Date
1. Complete the Exhibition Proposal • *(As a team assign parts of the proposal to various team members to draft and bring to the group for discussion)*			
2. Locate work for exhibition • *Assign specific locations for each team member to look for work* • *Develop format for requesting work*	All Team Members		
3. Schedule exhibition/research date/place: • *Identify Equipment needed* • *Confirm date/place* • *Reserve equipment for exhibition*			
4. Selection Criteria and Form: • *Plan for Creating Draft* • *Plan to Reach Final Version*			
5. Selecting Work for the Exhibition • *Each team member reviews 2-3 works and completes criteria forms; note works and who is reviewing* • *Team Review dates and times*			
6. Confirm Works and Exhibition Location • *Inform all participating artists that their work will be shown* • *Confirm date and location of exhibit* • *Revise equipment list if necessary based on selected works*			
7. Plan the exhibition (Complete in Task 3) • *List each team members role and responsibilities* • *Include team practice dates and times*			
8. Present the exhibition			
9. Evaluate the exhibition			

Performance Criteria:

FEEDBACK CHECKLIST FOR TASK 1

Presentation of a Film Video Exhibition

E=Excellent
S=Satisfactory
N=Needs Improvement

Student		Teacher
	Exhibition Proposal	
_____	Defines the purpose of the exhibition clearly and meets the guidelines.	_____
_____	Provides a focus for the type and range of work to be exhibited.	_____
_____	Suggests a realistic scope for the project.	_____
_____	Identifies an exhibition that is appropriate for the target audience.	_____
_____	Suggests a reasonable strategy for locating work for the exhibition.	_____
_____	Identifies a time structure for exhibition that is appropriate for work and for audience.	_____
	Exhibition Work Plan/Timeline	
_____	Identifies and describes all the essential tasks for preparing for the exhibition.	_____
_____	Shows evidence of individual team member's role and responsibility for exhibition.	_____
_____	Suggests a realistic timeline for completing all preparations for the exhibition.	_____
_____	Identifies location for exhibition that is appropriate for selected audience.	_____

PERFORMANCE PACKAGE TASK 1
Presentation of a Film Video Exhibition

Student	Journal Entries	Teacher
_____	Records accurate observations and reflections at regular intervals throughout the entire process.	_____
_____	Stays focused on the theme and purpose of exhibition.	_____
_____	Provides evidence that own role is being completed in a timely manner that corresponds to team plan.	_____
_____	Identifies problems clearly and provides realistic suggestions for improvement.	_____
_____	Identifies clearly ideas or plans to use in exhibition.	_____
	OVERALL EVALUATION	_____

Notes following Performance:

ATTACH ALL DOCUMENTS THAT ARE APPROPRIATE TO THIS PERFORMANCE TASK

PERFORMANCE PACKAGE TASK 2
Presentation of a Film Video Exhibition

Standard Code: Arts High School 3.1 & 6.1 ___√___ Honors High School Level

Topic: Film/Video _____ Partial

Amount of Time: 15-18 days (about 3 to 4 weeks) _____ Required

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Specific Statement(s) from the Standard:

What students should know:

1. Understand the elements, techniques and processes of an art form
2. Understand how art works are structured for a variety of functions

What students should do:

1. Perform or present works in dance, literary arts, music, theater, visual arts, or media arts:
   a. demonstrate elements and skills of art form
   d. present a range of work
   e. demonstrate a sense of an artistic whole
   f. demonstrate a consideration of audience
   g. use multiple sources for critique and feedback

Product:

1. A written selection criteria form generated by the team.
2. Written analysis of at least three works generated by each individual on team.
3. Written summaries of selected works generated by the team.

Central Learning:

- Use evidence and reasoning to explain or support an idea.
- Identify and apply criteria to make judgments about a product, situation, or idea.
- Work to understand other's viewpoints and negotiate differences to reach a common goal.

Task Description:

Overview: After developing an exhibition proposal and a work plan/timeline, you will need to develop criteria for selecting the work(s) to be shown and go about the task of selecting them. You will do some of the tasks on your own and others as a team.

Steps To Complete This Task:

1. Your team will need to develop a selection criteria for the work that will be exhibited. The criteria should be appropriate for the artists who would be seeking participation in your exhibition. Criteria sets a "standard for judgment or criticism." The exhibition selection criteria describes the qualities you are looking for in the work. Some work that you review won't meet many of the established criteria, other work will meet some criteria, and a few works will meet all or most of your exhibition criteria. Your team will need to do some brainstorming and have several discussions about what you feel is important for the exhibition you are planning. Be sure to document all your ideas and communicate the final result to all members of your team. Maintain your own notes for this task in your journal.

Task Description, continued

2. Your team needs to create a selection criteria form. It should evaluate three aspects of each work:
    - the quality of each piece
    - how well each piece fits the exhibition purpose (theme, audience)
    - recommendations.

    Your teacher will distribute a sample form for your team to consider. The form needs to incorporate the selection criteria agreed on by the team during step 1 of this task. This form will be given to people considering submitting a work for the exhibition. Each team member will also use this form to review works submitted for consideration as part of the exhibition. The form needs to be easy to read and complete.

3. When your selection criteria form is complete, be sure to distribute it to all potential artists who are submitting work. This needs to be an on-going process that is integrated with your process to seek works for your exhibit. It may be possible to make a general announcement initially about the kinds of works you are seeking, and establish a date for further information about the criteria for the work to be available. This date for the criteria being available would correspond to completion of the form.

4. When the deadline for submission of works has passed, members of your team will need to use the selection criteria form to evaluate each work to be considered for the exhibition by:
    - reviewing and completing a Selection Criteria Form for 2-3 works
    - presenting each piece to the team
    - documenting reactions to each piece in journal.

5. Your team will work together as a review panel to decide on the film/video pieces to include in the exhibition. These decisions will be based on the selection criteria and the length of the exhibition. The instructor will facilitate a practice session with the team to demonstrate the review process and may observe parts of your team's review process. The steps in the decision-making process are outlined below. The team:
    - views all the pieces members have gathered
    - discusses all the pieces in terms of the selection criteria
    - decides which pieces to exhibit and justifies decision using the selection criteria.

    The team will need to discuss each piece and work together to decide the works to include in the exhibition. The team should base all decisions on the selection criteria and also considers the length of the exhibition when deciding on the number of works to include. The team may need to revise the original intention of the exhibition based on the work that is available and the selections made. Ask your teacher for assistance if necessary.

Task Description, continued

6. The team needs to describe all of the pieces selected for the exhibition including the length of each work. A sample format for describing each piece is available from your teacher. When this information is completed for each work selected, the team should then meet with the instructor to discuss the exhibition selections.

7. Once your teacher has approved the team's selections, the team will need to notify all people who submitted work to tell them the status of the work for the exhibition. Write letters to anyone who submitted work to thank them and inform them as to whether or not their work will be part of your exhibition. For those who had work selected, the team needs to confirm the date and time for the exhibition. Write a letter confirming the place, date and time of the exhibition to the person in charge of the space you are using.

Task Management Skills

Resource Management
- Access information efficiently and effectively
- Properly use and care for materials, equipment & facilities
- Share materials appropriately

Time Management
- Prioritize tasks and complete work according to a plan
- Monitor and adjust work plan when necessary
- Use time, space and movement efficiently
- Meet deadlines

Team Work
- Contribute to group with ideas, suggestions and effort
- Work productively in various group role assignments
- Collaborate with a variety of people from diverse backgrounds

Special Notes:

Arrange a class practice session to test the criteria students have developed and to model the panel review process.

A. The team presents the criteria to the class and teacher for discussion. Each class member gets a copy of the Selection Criteria Form.
B. View a short video (10 minutes or less) in class. Each student uses the Selection Criteria Form to evaluate the work.
C. Break into decision making panels of 3 to 4 students. Each person gives his/her evaluation of the video and the group works together to decide if the piece should be in the exhibition. Groups justify their decision based on the selection criteria. (Depending on class size, the entire class may constitute a group).
   instructions to the group:
   1. *Discuss the qualities of the work itself before talking about how well it fits the exhibition theme. The reason: a piece that everyone agrees is good, may not fit the exhibition's theme. Use the criteria in your discussion.*
   2. *If a group can't come to consensus , report on and justify the differing views. Circulate among the groups and offer help as needed.*
D. Groups report their decision and justification to the class.
E. Conduct class discussion of the panel review decision making process. Seek recommendations for improving the criteria.

Note: The practice session can be divided into two or three class periods.

The instructor should observe some of each team's review process to provide feedback and assist students with decision making as needed. If the group can't reach a decision, showing excerpts from certain pieces (especially longer works) may be an option.

The team may need to revise the original intention of the exhibition based on the work that is available to it and the selections made. The teacher should anticipate the possibility that some teams may need to revise their original exhibition proposal based on selections submitted. The teacher should guide teams in the revision process so that they do not need to start the process over.

The teacher should use the same journal checklist as that used in Task 1 to assess the student journals at the completion of this task.

PERFORMANCE PACKAGE TASK 2
Presentation of a Film Video Exhibition

EXAMPLE OF SELECTION CRITERIA FORM

TITLE OF EXHIBITION

Title of work _____ Maker(s) _____ Age of Maker _____

Format (video, computer animation, film, slide/tape)

Genre/Style: Length of work _____ Year (work was made) _____

Description of work:

Themes in the work:

Criteria: *(list all the criteria for evaluating the work leaving space for comments)*

1. Overall quality of a piece

_____

_____

_____

2. How well a piece fits with the exhibition's purpose.

_____

_____

_____

Recommendations:

Should this work be in the exhibition? (circle one) Yes Maybe No

Justify your opinion:

PERFORMANCE PACKAGE TASK 2
Presentation of a Film Video Exhibition

EXAMPLE OF FORMAT FOR DESCRIBING SELECTED WORK

Exhibition Title: _____ Team Members:

Title of Work: _____ Length of the Work: _____

Maker(s):

Format: _____ Year work was made:

Genre:

Short description:

Biographical information on maker: (optional at this point)

Explanation of how this piece contributes to the exhibition theme

Comments: (For example, sound is low, a title is needed,)

Performance Criteria:

FEEDBACK CHECKLIST FOR TASK 2

Presentation of a Film Video Exhibition

E=Excellent
S=Satisfactory
N=Needs Improvement

Student		Teacher
	Selection Criteria	
_____	Identifies criteria that is consistent with the purpose and intent of the exhibition.	_____
_____	Describes criteria clearly so others understand.	_____
_____	Includes sufficient criteria to effectively evaluate overall quality of work.	_____
_____	Includes sufficient criteria to evaluate effectively how well the work fits with the exhibition.	_____
	Format of Form	
_____	Includes all the necessary information for evaluating work and reporting to other group members.	_____
_____	Presents the information clearly and in a logical order for applying it to evaluation process.	_____

PERFORMANCE PACKAGE TASK 2

Presentation of a Film Video Exhibition

Student		Teacher
	Individual Use of Selection Criteria Forms	
_____	Provides all relevant information about the work.	_____
_____	Uses vocabulary and concepts appropriately for the art form of moving images.	_____
_____	Shows insight about the maker's purpose and presentation in inferences made about the work.	_____
_____	Uses appropriate selection criteria to justify opinions expressed about the work.	_____
_____	Provides appropriate recommendations that can be used by team to make decisions.	_____
	Sharing Process for Critics of Works	
_____	Asks appropriate questions focused on selection criteria to clarify evaluation of each work.	_____
_____	Gives all submitted works fair consideration.	_____
	Completion of Selection Form	
_____	Documents team's comments using selection criteria to justify selections.	_____
_____	Shows how each selected work fits into the overall scheme of the exhibition.	_____
_____	Includes all the necessary information for reporting selected work.	_____
_____	Presents the information clearly and in a logical order for use during preparations for exhibition.	_____
	OVERALL EVALUATION	_____

Notes following Performance:

ATTACH ALL DOCUMENTS THAT ARE APPROPRIATE TO THIS PERFORMANCE TASK

PERFORMANCE PACKAGE TASK 3
Presentation of a Film Video Exhibition

Standard Code: Arts High School 3.1 & 6.1 __√__ Honors High School Level

Topic: Film/Video _____ Partial

Amount of Time: 10 days _____ Required

Specific Statement(s) from the Standard:

What students should know:

1. Understand the elements, techniques and processes of an art form
2. Understand how art works are structured for a variety of functions

What students should do:

1. Perform or present works in dance, literary arts, music, theater, visual arts, or media arts:
   a. demonstrate elements and skills of art form
   b. communicate intent
   c. demonstrate a personal voice
   d. present a range of work
   e. demonstrate a sense of an artistic whole
   f. demonstrate a consideration of audience
   g. use multiple sources for critique and feedback

Product:

1. A written exhibition plan generated by the team with rough drafts generated by each team member
2. Written program notes generated by individuals on the team
3. A written set of performance criteria generated by the team
4. A written evaluation of the exhibition generated by each individual on the team

Central Learning:

- Make numerous decisions about how details combine to create a representation of an idea.
- Represent abstract ideas through a written product, visual model, formula or other (accepted) means of communication.

Task Description:

Overview: In this task you present and evaluate the actual Film/Video Exhibition. This means deciding how the exhibition will unfold for the audience, preparing work for the exhibition, and presenting the works. You will also be expected to evaluate your team's exhibition.

Steps for Completing This Task:

1. Each team member needs to construct a rough draft of an Exhibition Plan. The plan should be based on the works selected by the team and approved by the instructor. It is important for each team member to develop her/his own view point on what the entire exhibition should look like. The rough draft should be a written document that includes:

Task Description, continued

- The order works will be shown in with a justification for that order.
- Responsibilities of each team member for preparing the exhibit.
- Responsibilities of each team member during the actual exhibition.

  For example, making sure equipment is set up, welcoming the audience, running equipment and technical support, introducing a work, facilitating the discussion of a particular work, etc.).
- A simple publicity plan to spread the word about the exhibition.
- A list of equipment, supplies, and resources needed the day of the exhibition.
- A time to rehearse the exhibition and make adjustments prior to the actual exhibition.

2. The team needs to develop a comprehensive plan for preparing the exhibition. The team needs to review all the rough drafts and develop a comprehensive plan to be submitted to your teacher. This plan can integrate components of each of the rough drafts as well as include the brainstorming by team members. Different team members may have differing opinions about how to put the works together or who should be responsible for different parts of the preparation process. Make compromises and make sure all team members have an equal share of the responsibility. The final plan submitted to your teacher for approval needs to include all the components listed in Step 1.

3. Your team needs to write program notes about the exhibition and each work that will be shown. Assign each team member to write the notes for specific works. Your instructor will provide a handout to guide you in this process. If your team has a different format for the program notes that you believe is more appropriate for your exhibition, you may use the form. Any alternative forms need to be easy to read and include all the essential information about the work.

4. If appropriate, invite special guests to the exhibition. For example, local media makers, community members with an interest in the topics explored in the exhibition, local reporters, etc.

5. Your team needs to make the final preparations for exhibiting the works. The following steps should be followed to complete this process:
   - Check each work for completeness adding titles and credits as needed
   - Fix technical problems (as much as possible)
   - Organize work in the order in which it is to be shown
   - Cue up each work for screening
   - Do a rehearsal or run-through to troubleshoot and fix problems.

Task Description, continued

6. The team needs to develop a set of performance criteria specific to your exhibition. You probably need to start by brainstorming ideas, discussing them, and formulating them into a final set of criteria that all members of your group will apply to the final evaluation process. The criteria should be divided into two categories: individual performance and overall team performance. Include outcomes related to speaking.

7. The team needs to conduct the exhibition as close to the rehearsed format as possible.

8. After the exhibition, each team member will write a response to the evaluation criteria and offer personal reflections on the project. Compare the intended/practiced presentation to the actual performance. These responses will be submitted to your teacher along with your journal at the completion of this task.

Task Management Skills:

Resource Management
- Access information efficiently and effectively
- Properly use and care for materials, equipment & facilities
- Share materials appropriately

Time Management
- Prioritize tasks and complete work according to a plan
- Monitor and adjust work plan when necessary
- Use time, space and movement efficiently
- Meet deadlines

Team Work
- Contribute to group with ideas, suggestions and effort
- Work productively in various group role assignments
- Collaborate with a variety of people from diverse backgrounds

Special Notes:

Keep the publicity plan for the exhibition simple. Be sure that it doesn't take time that should be spent on activities that are integrally related to the Standard. Perhaps another class could design posters, etc. for the exhibition as part of their curricular work. The Exhibition Team could provide basic information and background for the poster design group. Distribute publicity materials in the appropriate setting based on the audience (e.g., school newspaper, local paper, radio PSA, cable access announcement, posting in public places, on-line, or via mail).

Program notes explain the purpose of the exhibition, identify the curators, acknowledge assistance, and include the following information about each work. (List the pieces in the order in which they will be shown.)

1. Title, maker(s), date of work, format (film, video, animation, etc.), length of work (and length of excerpt if an excerpt is being shown). Note: students have complied most of this material in Task 1.
2. Artists statement (if available)
3. Short description of the work.

See the example in the Document Section of this Performance Package. Teachers should add to this list to reflect the experiences of students and the situation for completing this task.

Note: Students have been asked to provide a rough draft of the Exhibition Plan that they developed prior to the group development of the plan. This should encourage the students to develop their own thinking about the exhibition so they can take a more active part in the team discussion and development. It also provides an opportunity for the instructor to see each individual's work related to the development of the Exhibition Plan. The rough drafts could be evaluated as individual products if students are informed in advance.

The instructor should meet with the team to provide feedback on the Exhibition Plan. In some cases the instructor may ask the team to submit a revised Plan before proceeding further. After the students have turned in their evaluations, the instructor should meet with the team for a debriefing.

Special Notes, continued

To evaluate the exhibition, the teacher and the students should use the Performance Criteria developed by the team. Some criteria should be specific to individual participation and other criteria should reflect the overall presentation of the team. The criteria to assess the performance should include skills related to speaking such as "Uses vocabulary appropriate to audience." and "Speaks with a clear voice and appropriate volume for setting." All the important elements of a performance with moving images should be included such as "Uses sound level and picture size appropriate to audience and setting." or "Provides appropriate background and introduction for work." Attention should be given to the connections between the Exhibition Proposal and the actual presentation such as "Carries the theme throughout the performance in a logical sequence." The students should include a self-evaluation of their own participation in the performance as well as an evaluation of the overall presentation.

PERFORMANCE PACKAGE TASK 3
Presentation of a Film Video Exhibition

Example of Exhibition Program Notes

Order of Showing: _____ Curator: _____

Assistants: _____

Purpose of work in exhibition:

Title of work: _____ Appropriate illustrations for program:

Length of the work: _____

Maker(s): _____

Format: _____

Year work was made: _____

Genre: _____

Short description:

Maker's comments about work:

Biographical information on maker:

Performance Criteria:

FEEDBACK CHECKLIST FOR TASK 3

Presentation of a Film Video Exhibition

E=Excellent
S=Satisfactory
N=Needs Improvement

Student		Teacher
	Exhibition Plan	
_____	Includes all the necessary components of exhibition to conduct an effective performance.	_____
_____	Shows attention to purpose and goals of exhibition outlined in exhibition proposal.	_____
_____	Arranges flow of works to gain the most effect.	_____
_____	Indicates appropriate and adequate time for rehearsing exhibition prior to scheduled exhibition.	_____
_____	Includes an appropriate plan for publicity of the exhibition.	_____
_____	Includes a comprehensive list of equipment and other resources needed for exhibition.	_____
_____	Indicates responsibilities of all team members clearly.	_____
	Program Notes	
_____	Completes elements of program notes with correct information gathered from selection form.	_____
_____	Writes complete notes adequate for immediate use in exhibition.	_____
_____	Provides evidence of understanding of the art form of moving images by using appropriate vocabulary and concepts.	_____

PERFORMANCE PACKAGE TASK 3

Presentation of a Film Video Exhibition

Student		Teacher
_____	Proposes criteria that is appropriate for the art form of moving images and for the audience.	_____
_____	Provides evidence that criteria attends to both the whole as well as its parts.	_____
_____	Connects criteria to purpose of the exhibition.	_____
_____	Provides justification for all the criteria included in evaluation.	_____
_____	Includes both technical and artistic factors to be evaluated in the performance.	_____
	Written Evaluation of Performance	
_____	Addresses both the artistic and technical aspects of the exhibition.	_____
_____	Compares the team's intention to actual results of exhibition.	_____
_____	Provides justification for conclusions made about the actual performance.	_____
_____	Presents evaluation in a clear and concise format.	_____
	OVERALL EVALUATION	_____

Notes following Performance:

ATTACH ALL DOCUMENTS THAT ARE APPROPRIATE TO THIS PERFORMANCE TASK